

Keller Independent School District



Hidden Lakes Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Hidden Lakes Elementary School, with an unwavering commitment to excellence and in partnership with our community, will achieve the highest standards of performance by providing exceptional educational opportunities for all students.

Vision

Hidden Lakes Elementary - an exceptional school in which to learn, work, and grow.

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Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary:

Hidden Lakes Elementary is located in Keller, Texas and is part of the Keller Independent School District. HLES opened its doors in the Fall of 2000 and currently serves a total enrollment of 382 students in grades PK - 4. The percentage of students who are economically disadvantaged is 7%. The current student population includes: 62% white, 5% African American, 9% Asian, 17% Hispanic, 8% multi-race. 11% Gifted and Talented, 31% special education, 12% At-Risk, and 7% ESL, 3% 504 plan.

Our teaching staff has a high retention rate which is reflected by average years of experience on our campus. Our campus has a low turnover rate of certified teachers.

Teachers by Program are Reflected Below:

Bilingual/ESL Education-1

Compensatory Education-3

Gifted and Talented Education-1

Regular Education-22

Specialized Education Teachers-8

Co-Curricular Teachers-4

Librarian-1

Strengths

Demographics have increased in variety since last year. This is a strength because it brings broader perspectives and inclusivity. A more diverse student body brings a variety of cultural, linguistic, and socioeconomic backgrounds. This creates opportunities for richer classroom discussion and cross-cultural learning. Varied demographics often mean varied interests, talents, and ways of thinking. This can spark creativity in school projects, clubs, and activities. Families from different backgrounds contribute unique traditions, knowledge, and skills, which can strengthen school-community connections. Shifts in demographics give the campus an opportunity to demonstrate its commitment to equity, adaptability, and continuous improvement in serving all students.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Over 30% of students at Hidden Lakes are in at least one specialized program.

More students are qualifying for special education than we had in the past.

 = Priority

Student Learning

Summary

Hidden Lakes Elementary is always measuring student achievement and monitoring instructional practices to meet the needs of all of our students.

Assessment Types:

Universal Assessments: MAP, three times a year to analyze student academic growth.

Unit assessments throughout the school year to check-in on student understanding, growth, and mastery.

Informal data being collected through observations and small groups.

Achievement Results:

69% of students met projected growth on Math MAPs.

73% of students met projected growth on Reading MAPs.

The 2025 STAAR Assessment results: Current A Rating

Third Grade:

Math 13% Approaches, 25% Meets, and 52% Masters

Reading 13% Approaches, 36% Meets, and 48% Masters

Fourth Grade:

Math 8% Approaches, 31% Meets, and 52% Masters

Reading 7% Approaches, 23% Meets, and 65% Masters

Hybrid Math (5th grade STAAR) 0% Approaches, 18% Meets, and 82% Masters)

Hidden Lakes Elementary's data driven approach demonstrates the dedication to understanding instruction and adjusting it to student needs.

Strengths

Positive student achievement as measured by MAPs and STAAR.

Intentional planning days for teachers as needed.

Opportunity for Hybrid Math and GT for accelerated learners.

Good data tracking systems in place to monitor student progress.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Students are demonstrating low performance on extended constructed responses.

- Additional writing focus needed -Limited opportunities for longer writing / lack of stamina - Not fully understanding to way to respond to a short prompt

 = Priority

School Processes & Programs

Summary

Overall, Hidden Lakes Elementary allows for a collaborative approach to education, with a focus on academic achievement, character development, and community building.

Key points include:

Instructional Practices:

Follows KISD Scope and Sequence to ensure alignment with state standards.

Collaborative lesson planning among grade level teams and departments including internal rounds for this year.

Scheduled analysis of data to inform instruction.

Implementation of MTSS process to support student growth.

Use of technology, when needed, to enhance instruction

Curriculum and Resources:

Hybrid math program for Kindergarten-4th grade.

Newly ELA resource adopted to align with state TEKS.

Utilization of digital programs, such as Dreambox, Pebble Go, and TeacherMade.

Character Development and Student Recognition:

Mustang PRIDE character qualities (Polite, Responsible, In Control, Do Your Best, Earn and Give Respect).

Staff recognition of students exhibiting PRIDE qualities.

Regular celebrations of student achievements and student goal setting.

Goal to recognize every student at least once per year through the office and administration..

Communication and Parent Engagement:

Multiple communication channels (email, Parent Square, Facebook, Twitter).

Regular newsletters and updates from teachers and administration.

Extracurricular Opportunities:

Running Club, Kick Ball, Mustang Choir, Percussion Club, and Keller Shake Club for 2nd-4th grade students.

Clubs facilitated by teaching staff with high participation rates.

Strengths

Data driven decision making based on collaborative instruction.

Technology integration to enhance learning.

Parent engagement and communication.

Student enrichment opportunities.

Community Support

CEIC input

Use of District planning documents - KISD Scope and Sequence

Analysis of multiple measures of student data: Running Records, MAP, Unit Assessments, STAAR, Observations

Safety and security

Staff communication and information channels

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	High levels of communication between parents, but need more opportunities to gain feedback.	Low turnout when surveyed only one time.

 = Priority

Perceptions

Summary

We put an emphasis on parent involvement and community engagement. Hidden Lakes also thrives on staff collaboration, and creating a supportive learning atmosphere for students.

Community Involvement

PTA and CEIC working closely with school staff.

Volunteering and fundraising opportunities.

Partnerships with local businesses such as the Fort Worth Science Museum, Mavs Man, and the Keller Fire Department, Local restaurants for Spirit Nights

Providing positive role male models through the Watchdog Dads Program

Parent-School Partnerships

Parents and staff have open communication and collaboration.

Hold regular events such as:

- "Pop by the PTA" for new and returning families
- National Walk or Bike to School Day
- Mystery Readers
- Veteran's Day Breakfast
- Candy Bingo, Fall Festival, STEAM Night, Watchdog Pizza Night, Spirit Nights
- Storybook Character Day, Winter and End of Year Student Parties, Red Ribbon Week

PTA Support

Fundraising efforts to enrich student experiences.

Volunteering to help during class parties

Financial support for:

- Field trips.
- PTA programs for students.
- Sound systems for cafeteria and gymnasium.

Staff Characteristics

Over 60 staff members dedicated to doing what's best for the students.

Trained specialists that interact with teachers and administration to do what's best for kids in their learning. (Speech, OT, STARS, LIFE, IST, dyslexia, etc.)

Grade level teams that plan collaboratively together, even though they are all self-contained classrooms.

Frequent data discussions to ensure campus and student growth and achievement is being monitored and worked towards.

Strengths

- Strong community partnerships and involvement.
- Collaborative parent-school relationships.
- Active PTA support.
- Dedicated and highly trained staff.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

We need to implement opportunities for new events and to work with other campuses on collaborative events,

We are a campus who values traditions and events that we repeat from year to year.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

T-TESS data

Parent/Community Data

Parent surveys and/or other feedback

Support Systems and Other Data

Communications data



Goals

Goal 1 Increase student achievement.

Performance Objective 1

By June 2026, 70% of 3rd and 4th grade students will earn a Meets distinction or higher on the Math STAAR test.

Action Step 1

Conduct focused instructional walk throughs every nine weeks to observe and support teachers in implementing identified TEKS.

Measures: walk through forms and calendar reminders

Staff Responsible for Monitoring: Admin team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Utilize tutorial funding to provide support, base upon priority standards in grades 3 and 4.

Measures: Analyze data after summatives to plan effective and efficient tutoring.

Staff Responsible for Monitoring: Teachers, tutor, admin

Funding Sources: Tutoring Funds 282 - ESSER III, \$8,800

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Target specific unit assessments with struggling TEKS.

Measures: Data talks and SIT meetings to discuss students and areas of weakness.

Staff Responsible for Monitoring: Teachers and admin

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

No Progress

December

April

July

August

Action Step 4

Conduct PLCs regarding district wide data and assessments that will be a focus area.

Measures: PLC focuses and calendaring of assessment windows and and data discussions.

Staff Responsible for Monitoring: Teachers, admin, IST

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

No Progress

December

April

July

August

Action Step 5

Ensure effective campus wide instruction that is aligned with campus and district goals.

Measures: Vertical alignment meetings and internal staff rounds- campus wide.

Staff Responsible for Monitoring: Teachers and admin

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Progress Reviews

Some Progress

Performance Objective 2

By June 2026, 70% of 3rd and 4th grade students will earn a Meets distinction or higher on the Reading STAAR test.

Action Step 1

Apply written response opportunities across all subject areas to explain thinking of their reading.

Measures: Use the same graphic organizer for writing planning, (RACE.)

Staff Responsible for Monitoring: Teachers and admin

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

April

July

August

Action Step 2

Ensure the fidelity of written response instruction across grades 2-4.

Measures: Conduct meaningful walk throughs and schedule times with teachers to provide feedback and discussion.

Staff Responsible for Monitoring: Teachers and admin

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

April

July

August

Action Step 3

Hold meetings after unit assessments to discuss progress and refinement.

Measures: Utilize and analyze district data to drive instruction with teachers.

Staff Responsible for Monitoring: Teachers and admin

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 4

Analyze district and campus data for assessments.

Measures: Add assessment windows to campus calendar and invite teachers so they are aware.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 5

Provide effective and efficient tutoring for students with gaps.

Measures: Utilize campus tutorial funds to provide additional tutoring in reading for specific students.

Staff Responsible for Monitoring: Admin, teachers, campus tutor

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1

By May 2026, 85% of parent satisfaction with school climate and communication will be reached, as measured through our end of year survey.

Action Step 1

Create school wide communication via Parent Square to keep community informed of events and information must knows.

Measures: Schedule and complete weekly.

Staff Responsible for Monitoring: Admin and teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Maintain transparency with parents when it comes to classroom instruction and what/how their kids are learning.

Measures: Conduct campus parent instructional rounds twice a year.

Staff Responsible for Monitoring: Admin and sub coordinator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Enhance learning workshops at home.

Measures: Provide district links that support instruction while working with their child.

Staff Responsible for Monitoring: Admin

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 4

Provide opportunities for parents to give feedback.

Measures: Parent survey letter.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 5

Maintain programs and family events to celebrate students.

Measures: Volunteer opportunities and regularly scheduled events and programs.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

December

April

July

August

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2026, 85% of campus staff members will rate as being at or above satisfied when it comes to campus morale and culture.

Action Step 1

Provide effective and meaningful planning time for teachers.

Measures: Utilize substitute money when available to provide planning days for teachers during the time of certain focus units.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

District alignment opportunities.

Measures: Use campus substitute funds when available, for teachers to visit and observe other campus' instruction.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

April

July

August

Action Step 3

Create school wide alignment while providing effective and meaningful instruction.

Measures: Schedule and complete internal rounds and circle back for team discussion of observations.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 4

Maintain high staff morale and positive culture atmosphere

Measures: Staff survey will be given in December and again in May, to verify goal progress of 80% satisfied or greater.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

No Progress

December

April

July

August

Action Step 5

Celebrate teachers success and highlight the amazing things they are doing also.

Measures: Emails, staff meetings, personal notes, or district shout-outs.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

No Progress

December

April

July

August